

PUBLICATION ARTICLE

**METHODS OF TEACHING READING TO THE ELEVENTH GRADE
STUDENT AT TA'MIRUL ISLAM BOARDING SCHOOL SURAKARTA**



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**METHODS IN TEACHING READING TO THE ELEVENTH GRADE
STUDENTS AT TA'MIRUL ISLAM BOARDING SCHOOL SURAKARTA.
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SUMMARY

This research aims to describe the techniques used by the teacher in teaching reading comprehension to the eleventh grade students at Ta'mirul Islam Boarding School Suarakarta, the problems faced by the teacher, and the ways to overcome the problems.

This research is a descriptive qualitative research. The researcher collected the data by observing the teaching learning process of reading comprehension and conducting interview to the English teacher. The data include; field note, interview script and reading materials. The techniques of collecting the data are observation, interview and document. The techniques of analyzing the data are reduction the data, display, conclusion and verification.

The result of the research are; a) the methods used by teacher in teaching reading comprehension are Choral Reading Method (CRM), The Paired Reading Method (TPRM), and Audio Lingual Method (ALM). b) The problems faced by the teacher are finding many students are sleepy in the class, limited time, limited vocabulary and big class c) The ways to overcome the problems are giving interest activities such as quiz, making a little drama or reading a history and by giving homework and giving time for question and answer session to discuss what the students have not understand about the topic before in the next meeting, ought to bring dictionary in English subject and dividing many groups or making many groups.

Keywords: method of teaching reading, eleventh grade

I. INTRODUCTION

English is a foreign language for Indonesian people. In this globalization era, English has big role in mastering communication technology or interact directly. As global communication, English must be mastered by both oral and written. So, learning English is very important for Indonesian people in responding global information. Reading is an understanding of a text. By reading the writer can get information from the book or something that is written. It

makes an interaction between the reader and the text. The readers catch what the writer's purpose and idea of her or his written or printed text. Reading is very important for all human being in this world to open their mind and increase their knowledge.

Many senior high school students sometimes are unable to get complete understanding of the texts. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words. Therefore those students need strategies in order to overcome the problems. Considering the importance of comprehension strategies this study was intended to describe the teaching of reading comprehension strategies to students of eleventh grade at MA Boarding school of Ta'mirul Islam.

The reading strategies known by students are used to solve problems during the learning of reading. That is why a teacher is seen as the one who is responsible for the teaching of reading strategies and students' reading comprehension. This study is intended to know the English teachers' thought about the reading strategies whether they are important or not to be taught.

II. UNDERLYING THEORY

1. Notion of Reading

Reinking and Scheiner (1985:109) as quoted by Kustaryo (1988:2) suggest that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. In understanding the message of a text, reading has function as a communicative process between a writer and a reader. Reinking and Scheiner (1985) in Kustaryo (1988:2) says that

Reading is an instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge, and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge with the print and the visual (written) information results in his comprehending the message.

2. Teaching Reading

Fauziati (2010:38-40) stated Bringing the right background knowledge or the pre-existing knowledge at the reading task will enable the readers to form expectation or prediction about the content of the text. There are several activities that can provide knowledge to help learners form the predictions.

- a. Advance Organizers
- b. Previewing
- c. Scanning
- d. Prediction

3. Reading Skill

Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text (Fauziati, 2002:138). When a person reads, he or she recognize the words or symbols, associate the words or symbols with their sounds or meanings, assemble together the meanings until he or she has a complete idea, and then think about, or explain to other, the ideas he or she has received from the printed materials. Most teachers are familiar to some degree with the single text plan and multiple-text plan. Though not advocated by reading specialist, it is used in many systems throughout the nation. According to Kennedy (1981:82-86), single-text programs are characterized by a teaching approach in which:

- 1) All pupils have similar texts selected from a particular publisher
- 2) The same skills are taught to all pupils by similar methods
- 3) Manuals furnished with the series are used as the basic instructional guide
- 4) Accompanying workbooks are the major source of supplementary aid

4. Principle of Teaching Reading

According to Harmer (2005:70) there are five principles behind the teaching reading.

- a. Reading is not passive skill
- b. Students need to engaged with what they are reading
- c. Students should be encouraged to respond to the content of a reading
- d. Prediction is a major factor in reading

- e. Match the task to the topic

5. Procedure of Teaching Reading

According to Fauziati (2010:40-42) Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability. A fully-developed reading activity supports students as readers through pre-reading, while-reading and post-reading activities.

- a. Pre-reading
- b. While-reading
- c. Post-reading

6. Methods of Teaching Reading

Reading methods has important role in understanding reading material. It can help their students become effective readers by teaching them how to use these methods. According to Azhari in his article published on 2011 he said" This articles reviews recent trends in the study of reading methods. It introduces and discusses the five methods in teaching reading in the classroom.

The Five Possible Methods in Teaching Reading

- a. Choral Reading (CR) Method
- b. The Paired Reading (PR) Method
- c. PORPE Method
- d. KWL Method
- e. SQ4R Method

III. RESEARCH METHOD

1. Type of the Study

In this research the writer uses the descriptive qualitative research. Bogdan and Taylor (1978) in Moleong (1978:3) state that the descriptive qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behavior. In other words, a qualitative research is a type of research which does not include any calculation or enumeration and it just describing the data into the written form. Therefore, the data concerned appear in words rather than in numbers. In qualitative research, the underlying theory used as guide to focus the research in accordance with the facts on the ground as subject and a discussion of material research.

2. Setting of the Study

This research has been conducted at 11th grade students of boarding school of Ta'mirul Islam Surakarta, which is so strategic that the place can be reached by public transportation easily, it is in Tegalsari. The school constitutes a favorite school and the quality of this school is good.

3. Subject of the Study

In this research, the subject of the study is limited to the English teacher and students of eleventh grade which has 30 students of boarding school of Ta'mirul Islam Surakarta in 2011/2012 school year. The writer takes all students of the eleventh grade as the subject.

4. Data and Data Source

The sources of the data of this research are all elements of teaching learning process committed by the teacher and the students and other source such as book, worksheet, lessons plan, teaching and learning process. The data are taken from event, informant and document.

5. Method of Collecting Data

The method of data collecting in this research are documentation, interview, and observation in the class while teaching learning process.

6. Technique for Analyzing Data

Technique for analyzing data of this research is descriptive qualitative research. In analyzing the data, the writer is taken from observation, documentation and interview. "Technique analyzing data of this research consist of three steps; there are data reduction, display, and conclusion." (Moleong in Sukardi, 2006:72).

IV. A. RESEARCH FINDING

1. The Methods used by the Teacher in Teaching Reading Comprehension

a. Choral Reading Method

Choral Reading Method is also called Unison Reading. Choral Reading Method is reading aloud in unison with a whole class or group of students. After hearing the teacher read, students reread the text together. It means that when the teacher read alone loudly, the students are silent and listen by looking at the book. Automatically, the students are reading silently by themselves and listen what the teacher read. After the teacher finished reading

alone and loudly the teacher ordered the students to read together by loud voice. The teacher might use a slightly faster pace and louder voice to direct the students in correct pronunciation and emphasis

b. The Paired Reading Method

The Paired Reading Method is a form of choral reading in which two readers, one more proficient than the other, read a familiar text together. Paired reading was originally developed as a strategy for parents and children reading at home, but it is easily adapted for classroom use or intervention lessons. The teacher used this method when she found a conversation text. She told the students to practice reading the text with their couple. One of the couple then practices reading the text in front of the class for example to the other students. In this method there is a rule to choose the pair to the students in paired reading. It is that the teacher is the one who has authority to choose their pair. The rule is by dividing the less proficient reader and proficient reader. And then she pair two students of different reading abilities.

c. Audio Lingual Method

Audio Lingual Method is a teaching technique used in teaching foreign language instruction that emphasizes audio lingual skill over reading and writing. It is characterized by extensive use of pattern practice. It is used when the students get unfamiliar word so this is used to make them familiar with those strange words.

2. The Problems Faced by the Teacher in Teaching Reading Comprehension

a. The students sleepy in the class.

The subjects of this study are students in boarding schools, as the writer knows that students in boarding school not only learned in school then finished their time to school they back home, but after they have finished their time to school they must back to the their dorm. They were obliged to sleep in dormitories and follow the rules set. They are also trained to able independent living and ought to manage their needs by themselves such as washing clothes, ironing, washing dishes etc. In addition, they are still burdened with many schedule of activities that they must do, like a practice speech, praying five times together, prayer tahajjud at midnight, reading Quran with each group every after pray maghrib and after pray subuh etc. With some activities done by each student in every day, the reader can imagine how tired they are. Moreover, this research subject is the eleventh students grade which they officiate as

OSTI (Organisasi Santri Ta'mirul Islam) burdened with enormous responsibility that is moving and leads all rules of dormitories to all students except student of class twelfth. The Class twelfth are under the leadership and guidance by ustadhah completely. This is affecting the eleventh students became sleepy when the lesson.

b. The teacher has limited time.

The teacher feels she just has time in teaching English subject, especially in teaching reading comprehension. There is an unresolved matter and there are some students who are left behind the material. This happened because of many schedules of activities outside of school during school hours there are outbound, jamboree, many kinds of competitions etc. In the outbound event, all students must participate it but the jamboree events and competitions are only a few selected students. Beside most of the eleventh students are involved in the event. Thus, for them who follow those activities, they left their matter subject. It was very disturbing to the teacher in the class to give the material. As the result, when the exam will come they have to catch all the remaining material.

c. The students lack of vocabulary

Many students lack vocabulary and it made them get difficulty in learning English. It also made a problem for the teacher in delivering the material. When the teacher delivered the material in one moment the students asked around vocabulary and it just wasted time.

d. It is a large class

In the eleventh grade students consists of 30 students. It meant the class included big class. Sometimes the teacher felt difficult in managing the class. Because the students are crowded during teaching learning process.

3. The Ways to Overcome the Problems

a. Making some interest activities.

The teacher find difficulties in managing the class. When she found many students are sleepy in the class, because it will make the other student feel sleepy too. To solve this problem, the teacher will make creative activities that make them interested, interactive, feel fresh and did

not feel sleepy again, such as making a quiz, making a little drama, reading a good history, showing a video, etc. Then, the teacher asked a student that were sleepy to read the text in front of the class, etc. by doing one of those activities hopefully they are going to wake up and did not feel sleepy again, because they will prepare themselves to do the instructions from the teacher. So, they do not feel sleepy again in the class.

- b. The teacher need more time to teach

To overcome this problem the teacher anticipated this by giving them tasks to the students who are leaving the material caused by their participant in the competition or any other activities that held during school hours. So they can learn it alone in their dormitory. After they learn appropriate with their ability, the teacher will give them chance and time to ask what they have not understood in the next time. So, in the school during lesson time the teacher gave question and answer session about the material that they did not understand before. It was held before going to the next topic.

- c. To bring dictionary in every English subject.

Every English subject, the teacher ordered to the students to bring the dictionary. When the students found unfamiliar words, she ordered them to look for it in dictionary by themselves.

- d. Making many group in managing class.

The eleventh grade students which includes big class. It consists of 30 students. In managing class well, she divided the students into many groups.

B. Discussion

Based on the research finding the writer will discuss the findings that explained all at the section before. The previous presents the teaching learning process on reading comprehension, the methods used by English teacher in teaching reading comprehension. The problem faced by the teacher and the ways to overcome the problems used by English teacher. The writer have to make discussion that describing the result related to the theories.

The writer finds some methods that used by the English teacher in teaching reading comprehension especially to the XI student in Ta'mirul Islam Boarding School Surakarta. The methods are; Choral Reading Method (CRM), The Paired Reading Method (TPRM), and Audio Lingual Methdo (ALM). It's actually helps the students easy when they comprehend the lesson. The teacher also found this is very helpful in implementing those techniques in her class.

Choral Reading Method is one of good methods that suitable to the XI student in Ta'mirul Islam Boarding School Surakarta. To realize it, reading together with louder voice is considered to be the effective strategies in learning process. The Paired Reading Method also can be effective strategies because it makes interaction among students. The students feel more enjoy exploring their ability in reading with their couple by practice reading the text with their couple. Moreover the role of Audio Lingual Method is to support both methods above. It is has special role in increasing students ability in pronunciation.

From the observation and interview, the writer thinks that the methods used by the teacher are good, because those methods make the students are understand well about the lesson and become active in the class. By used these methods, the XI students at Ta'mirul Islam Boarding School Surakarta feel more enjoyable and focused during the teaching learning process. The students also become active in the class by asking questions that they have not understood and answer question orally from the teacher. So, the teaching learning process runs well because the entire students can get the point of the explanation. The achievement of teaching learning process used Choral Reading Method, The Paired Reading Method and Audio Lingual Method are very good, it is proved with the students values that is satisfying and their ability in answering the questions orally.

The problems faced by the English teacher in teaching English are: the first, the teacher finds many students sleepy in the class. The problem comes because the students' activities in the boarding house are very much. So, they feel very tired. The second, the teacher feels the time is less in teaching English, especially in teaching reading comprehension. It arises because many students got many activities outside of school during lesson ours. Such as, competitions, Jambore, Out bond and so on.

The ways used by the teacher to overcome the problems are; the first, to minimize students' feeling sleepy, the teacher made some interest activities during the teacher explanation in order to wake them up in the class. Such as made a quiz, order one of them to read the text in front of the class or make a little drama. Sometimes, the teacher gave them a gift to the students who are win the quiz or good in making little drama. Those activities made the students interest in learning English and also they do not feel sleepy again during the lesson. The second, to make the students are unless time in learning English especially in learning reading comprehension, the teacher always give home work to them who were join the activities outside of school during lesson ours. In order they can take

the next topic well. The teacher gave them a chance to ask them anything they did not understand actually related to the topic before in the next meeting.

From the observation to class and interview with the English teacher, the writer argues that the problem solving used by the teacher are very good. Since the teacher gave solution in order to make the students understand the material. It proven by students' interest and more enjoy when teaching learning process on Reading comprehension in the class. They can comprehend the material very well. It is proven by their ability in answering the teacher's questions orally very well.

V. A. Conclusion

After analyzing the data, the writer draws conclusion based on the observation on the technique of teaching reading comprehension to the eleventh year student in Ta'mirul Islam Boarding School Surakarta, those are:

1. The methods applied by the teacher in teaching reading comprehension to the eleventh year student in Ta'mirul Islam Boarding School Surakarta are Choral Reading Method (CRM), The Paired Reading Method (TPRM) and Audio Lingual Method (ALM).
2. The problem faced by the teacher in teaching reading comprehension at the eleventh year student in Ta'mirul Islam Boarding School Surakarta are; the first, the teacher find many students are feel sleepy in the class. Second, the teacher feel less time in teaching reading comprehension. Third, the students lack of vocabulary. The last is that the eleventh grade students are a large class.
3. The ways to overcome the problems in the eleventh year of Ta'mirul Islam Boarding School Surakarta are; making interesting activities to wake them up in the class during the explanation, giving them who join the activities home work to solve for those who take remedial lesson. In addition, gives them chance to ask what they don't know in the next meeting, the teacher ordered the students to bring dictionary in every English subject. The teacher made many groups in managing class.

C. SUGGESTION

1. To the teacher
 - a. The have to control the class well in order the students all pay attention to the lesson from the first until the last.
 - b. The teacher should give great motivation to all the students. She may not just attention to the some students who are active in the class, but she must also attention the the students who are less active in the class.

- c. The teacher should give great motivation to the students in reading subject. It can be done by giving support and additional score to them.
 - d. The teacher should give innovation method to do not be monoton in teaching learning process on reading comprehension.
2. To the students
- a. They must more active and pay attention during the lesson.
 - b. They have to study more in reading due to improve their ability in reading comprehension.
 - c. They must increase their vocabulary master and memorize it by reading the English text book.
 - d. They must practice to pronounce words as much as possible in order that students can speak well.
3. To the school
- The school should facilitate the teaching learning process with adequate material, media and source learning, for example book, newspaper and magazine those are in English language, LCD, projector etc.

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